

Prosedur Operasi Urologi Berbasis Video, Materi Pembelajaran untuk Peserta Program Pendidikan Spesialis Urologi: Perspektif Residen

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INTISARI

Latar Belakang: Pada Abad ke-21, pendidikan kedokteran mulai berfokus kepada pembelajaran berbasis pasien, sehingga inti pembelajaran para mahasiswa bergeser menjadi keterampilan medis individu. Keterbatasan pembelajaran pendidikan dokter spesialis salah satunya ialah pembatasan jam kerja dan jam pembelajaran selama proses pendidikan klinis, kebutuhan keahlian pembedahan yang meningkat, disertai dengan peningkatan kemajuan teknologi medis.

Tujuan: mengetahui pendapat para peserta didik program pendidikan spesialis urologi dalam memandang bahan ajar audio video operasi urologi yang mereka butuhkan.

Metode: Penelitian ini merupakan studi non-eksperimental, sampel diambil berdasarkan kriteria peserta didik program pendidikan spesialis urologi aktif sampai dengan bulan Maret 2020. Penelitian ini dilaksanakan melalui daring pada bulan Januari 2020 hingga Maret 2020. Kuesioner yang ada dilakukan validasi dengan menggunakan analisis nilai dari *Cronbach Alpha*.

Hasil: Pada Tingkatan Residensi dari sampel penelitian yang diambil, terdapat tingkatan tahun 1-3 (20 orang) lebih banyak dibanding tingkatan residensi tahun >3. 36 sampel (92%) menyatakan pernah menonton video prosedur sebelum melakukan tindakan operasi, diantaranya 31 orang (79%) menonton dari youtube dan 8 orang (21%) dari pengajar. Jenis operasi yang paling banyak ditonton adalah Operasi Terbuka yaitu 34 orang (87%). Faktor yang dapat membantu para residen dalam suatu video operasi yang ada ialah narasi/teks dan ilustrasi yang bersifat didaktik sebanyak 55 %. Dalam frekuensi menyaksikan video operasi sebelum melakukan tindakan yang disajikan pada tabel 6 bahwa terbanyak dengan frekuensi 1-2 kali dalam sebulan. Persiapan Operasi yang dipilih sampel memberikan gambaran sebanyak 80 % bahwa mereka memilih untuk menonton video/tayangan audio visual operasi. Dari 39 residen, sebanyak 29 orang (54%) menyatakan bahwa video operasi sangat berguna dalam persiapan melakukan suatu tindakan, dan tidak ada (0%) yang menyatakan bahwa video operasi tidak berguna.

Kesimpulan: Pada penelitian ini didapatkan penggunaan video menjadi hal yang cukup sering digunakan oleh residen dalam proses pembelajaran mereka. Hal ini menjadi peluang bagi pengajar untuk memasukan video operasi sebagai bahan ajar untuk para residen sebelum mereka melakukan operasi.

Kata kunci: Operasi, Pembelajaran, Residen, Urologi, Video.

Video-Based Urology Operation Procedures, Learning Materials for Participants in the Urology Specialist Education Program: Resident Perspective

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ABSTRACTS

Background: In the 21st Century, medical education has begun to focus on patient-based learning so that the core of student learning shifts to individual medical skills. One of the limitations of learning specialist medical education is the limitation of working hours and learning hours during the clinical education process and the increasing need for surgical expertise, accompanied by increased advances in medical technology.

Objective: to find out students' opinions on Video-Based Urology Operation Procedures, Learning Materials for Participants in the Urology Specialist Education Program materials they need.

Methods: This research is a non-experimental study; samples were taken based on the criteria of active urology students until March 2020. This research was conducted online from January 2020 to March 2020. The existing questionnaire was validated using value analysis from Cronbach Alpha.

Results: At the Residency Level of the research sample, there were more years 1-3 (20 people) than at the residency level >3. Thirty-six samples (92%) stated that they had watched video procedures before carrying out operations, of which 31 people (79%) watched from YouTube and eight people (21%) from the teacher. The most watched surgery type was Open Operation, namely 34 people (87%). Factors that can help residents in an existing operation video are didactic narration/text and illustrations as much as 55%. In the frequency of watching video operations before carrying out the action presented in table 6, the highest frequency is 1-2 times a month. The selected sample of Operational Preparation gave an overview of as much as 80% that they chose to watch the video/audio-visual display of the Operation. Of the 39 residents, 29 people (54%) stated that surgery videos were very useful in preparing for an action, and none (0%) stated that surgery videos were useless.

Conclusion: In this study, it was found that residents in their learning process often used video. This is an opportunity for lecturers to include video operations as teaching materials for residents before they carry out operations.

Keywords: *Learning, Operation, Resident, Urology, Video.*